



# Faculty Development Program in Higher Education: A Meta-Synthesis

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Received: 11.02.2026 | Accepted: 21.02.2026 | Published: 02.03.2026

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DOI: [10.5281/zenodo.18834206](https://doi.org/10.5281/zenodo.18834206)

## Abstract

## Original Research Article

One of the most important professions in the world is the teaching profession. There are several reasons for this, one of which is the influence of the teachers on the students. This study analyzes the themes of 15 research articles. The analysis of the theme covers research from 2017-2022 on faculty development programs in higher education. This study is qualitative research using a systematic review and meta-synthesis research design, using PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) and with the use of the Critical Appraisal Skills Program (CASP, 2018). Based on the different levels of analysis when analyzing the data revealed a second-order theme of Teamwork, Group activity, Self-awareness, Reflection, Online Education, Pedagogy, Scholarship, Adaptational gaps, Teaching online, Administrative support, Innovative Curriculum, Career Development, and Professional Growth. Synthesizing and interpreting data, revealed the following themes: Unity among faculty members; Time for self-reflection; Effective teachers; Hi-tech faculty; and highly motivated faculty.

**Keywords:** Development, Faculty, Higher Education, Meta-synthesis, and Program.

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## Chapter 1

### THE PROBLEM AND ITS SETTING

#### Rationale

The teaching profession is a continuous development that aims to improve the quality of teaching and effective learning. The knowledge of the learners is measured by the ability of the teachers. Results measure the capability of the teachers. If students do not learn from their teachers it means that teachers are not effective. So it is necessary to search for these programs that are effectively implemented for teachers. It is known that teaching is one of the

most important professions in the world. There are several reasons why teaching is important, one of which is the influence of the teachers on the students. Teachers play an essential role in the lives of students. As students' progress and eventually finish schooling, they will be employed both in the private and public sectors of society. This shows the importance of the teaching profession to the community. The faculty members are the sources of knowledge that future leaders depend upon. The minds should be trained to be more creative in solving problems. And this role is played by teachers. And so it is important to know what these best practices in the world are by searching in the articles



published about the programs that develop the faculty. These programs of other universities and colleges that develop faculty will be the guide in developing faculty members. The faculty who teaches students is the key to the development. Those who believe that the development of the self is the key to success, eventually lead to progress. Thus, it is important to cultivate the source of knowledge who are the teachers or the faculty members of the school. Readers will know the different programs of the faculty members that develop them. The common denominator of this power rivalry is technology and the level of education. The higher technologically advanced the higher its chances of gaining power. But this technological advance comes from education. This knowledge of technology was handed down by their teachers. What made them great was their teachers. The strength of the students depends much on how knowledgeable they are. Consequently, it is essential to continually develop the prime mover; which is the faculty. Thus, faculty must be developed. The goal is to collect articles from known authors who published about faculty development programs and hereby propose recommendations based on the findings for improvement. The coverage of the articles is the year 2017-2022.

### **Philosophical assumptions**

This deals with the beliefs and values of the researcher. A qualitative researcher should concur with the underlying philosophical presumptions along with his or her worldviews. Philosophical assumptions are derived from a paradigm that guides the design. These are our choice of theories that guide our research.

Philosophy in general, includes the critical study of both conceptual and methodological presuppositions of human practices. In this research, it is presumed that there are studies about faculty development. These studies are available on the Internet. The research study, coupled with philosophy, has two interdisciplinary fields “philosophical” and “philosophy of” which are ontological and epistemological respectively (Fathabadi, 2023). In addition, philosophical arguments are expected to provide the foundation of

research and should be mentioned when reporting research (Coates, 2021). In particular, the mixed method refers to the article's subject of study which topic is faculty development in education. The other mixed method that is applied in this research is the method of collecting and interpreting the articles that are the subject of this study.

### **Domain of Inquiry**

This study analyzed the published research from 2017-2022 on faculty development programs in higher education.

### **Significance of the Study**

The importance of this study is both for the development of the faculty and the students. This is so because the faculty development programs written and published by different authors are applicable in all colleges and universities. The improvement of the faculty through programs that are proven and tested as beneficial to the faculty can ripple its effect on the students and the school where the students are currently enrolled.

## **Chapter 2**

### **REVIEW OF RELATED LITERATURE AND STUDIES**

This chapter shows the review of the literature and related studies of the faculty development programs in 2017-2022. Under this are the Faculty Development Programs, Traditional Models of Professional Development, Barriers to Faculty Development, Higher Education Sustainable Development, Higher Educational Technology, and Higher Education in the 21st century. Relevant papers that are related to selected articles under audit or review which are important are included in this chapter. Published articles that are related and essential to this research may be useful in arriving at valid conclusions.

### **Faculty Development Program**

Several studies on the other hand reveal otherwise. Some authors say faculty development is not important while others put the value of research in developing faculty. The faculty developed as a

coach of teams and peer engagement; while giving time for reflection is remarkable in this faculty program (Laksov et al., 2022; Sumalinog, 2020). In another study on faculty members, the result is that they were satisfied with the professional development programs in teaching (Muammar & Alkathiri, 2022). According to Bailey, Vin, et al. (2022), education is now different and faculty should now face these innovations. It needs to teach with evidence by availing of the faculty program on the scholarship of teaching and learning. Thus, there must be a body system where faculty can ask for help in teaching matters.

Another study in support of the benefits of faculty programs is the article of Kamel (2022) which states that teaching ability is augmented in every faculty program. A good teacher will produce successful students. Furthermore, McQuiggan (2012) mentioned that the face-to-face practice will not develop faculty. The problem is that only a few engage in online teaching. At present, these are trends in faculty development in which every school is now allocating the budget to the improvement of the facility in communication. All these faculty programs intend to improve teaching ability. On the contrary, according to Fowler et al. (2016), the best faculty program is the partnership of the learner and the teacher.

### Chapter 3

#### RESEARCH METHODOLOGY

This chapter shows the research design, search strategy, selection criteria, quality assessment, data extraction, data analysis, ethical consideration, and the rigor of the study.

#### Research Design

This is qualitative research using a systematic review and meta-synthesis research design. This was done by selecting articles from the journals from Google Scholar, ERIC, Scopus, Pubmed, Springer, ScienceDirect, and Registers. The subject matter of the search was about the faculty development programs in higher education, while the coverage of

the search was those published research from 2017-2022.

The research reported the 15 articles screened using the PRISMA diagram. **PRISMA** stands for Preferred Reporting Items for Systematic Reviews. This is evidence-based in selecting the article subject of the study, and this helps the researcher in systematic reviews. In this study, the specific systematic review used was meta-synthesis. Using this diagram the author could ensure that there would be genuine and complete information in the selection of the articles. Those articles selected were the only relevant ones. This was done by excluding those not related articles submitted for screening by the research evaluator. This meta-synthesis selected only qualitative research from the Publish or Perish computer software and encoded the keywords that are determined by the paneling of this research. The method only selected the closest research publication to the main problem of the study.

#### Search Strategy

This study used meta-synthesis. Accordingly, meta-synthesis is a systematic review by evaluating the numerous qualitative studies available on the internet. Meta-synthesis is one method that accumulates information from qualitative research. This method is intended to arrive at the synthesis of the published articles. This method was tailored to address the different variables that could be answered in different types of qualitative research. To understand more about qualitative synthesis, this is a research method that summarizes the findings of the different articles and arranges this systematically to create themes. The selection of the articles followed strict scrutiny such that only qualified articles were included in the study. The findings were arranged and analyzed carefully through analysis. Understanding more about meta-synthesis may be akin to meta-ethnography that interprets qualitative research.

The research topic was narrowed by setting the inclusion and exclusion criteria. Published papers from Google Scholar, ERIC, Scopus, Pubmed, Springer, Science Direct, and Registers were then searched by the downloadable software program Publish or Perish. The software program contained

searchable terms which were then included in the search. The following searchable words from the searchable databases were encoded to get the published papers: faculty development program, faculty development training, technology in education, incentive and promotion/support, mentoring and coaching, evaluation and feedback, teaching pedagogy, faculty pedagogy, and faculty professional development. These keywords provide the faculty programs in higher education. The coverage of the search was the articles published in the year 2017-2022. The results were: Google Scholar gave 500 related articles, ERIC had 1184, Scopus had 778, Pubmed had 154, Springer had 28,164, Science Direct had 778 and Registers had 988.

The selection of the journals followed strict scrutiny anchored on the accepted steps in selecting the articles published. The publication came from a reputable journal. Not only that, the articles must be on the same topic as the title. The related topics were: “faculty development”, “faculty program”, and “higher education”. The search year was 2017-2022 in the Publish or Perish software program. This step screened the relevant articles. In addition, the reviewer or auditor only selected qualitative research from the articles selected from the list found in Publish or Perish. The process followed a systematic procedure that is rigorous, similar to the steps in selecting the articles to make sure the conclusion would be genuine and free from biases, insufficiency of the data, and reliability.

The selection method of the articles was selected by the researcher and submitted to the reviewer for selection. This step was repeated several times to get the number of articles required in this study. After reading, coding was done using MAXQDA for easy reference to the source and classification of the themes. Marking and color coding of the important information in the text was done in this order. The first order was the synthesis of the code highlighted using MAXQDA. This was done by examining the common theme in all of the themes of each article. This common theme as found in this research was the attributes of faculty development programs.

The PRISMA 2020 steps were the following:

### ***Record identification***

The sources of data were identified if the topic of the study had enough sources of articles. The result of the search revealed that: Google Scholar gives 500 related articles, ERIC has 1184, Scopus has 778, Pubmed has 154, Springer has 28,164, Science Direct has 778, and Registers has 988.. This result was 31,558, a total number of articles that can be found in each search engine. There were records removed before the screening: Duplicate records removed 576, records marked as ineligible by automation tools 29,890, while the records were removed for other reasons 104. Thus, there were 988 remaining articles screened. The remaining articles would still be deducted from the records.

### ***Retrieval***

In this step, the sources were identified, and also those that could not be retrieved. The report sought for retrieval was the result of the search in each search engine. However, the study only hand-picked the relevant title, and the subject of the search by limiting the search to qualitative research only. The selection was not so difficult when in addition to the searchable terms subject of the study. In particular, phenomenological studies were more accessible than any other qualitative research method.

### ***Reports Not Retrieved***

The number of documents that were not able to find the full text were listed. The article auditor in this research considers the articles submitted for review as inaccessible if upon opening the document it requires other steps than the document itself to access the said articles. There were several articles submitted for audit that needed to be included but were excluded from the list for some valid reasons.

### ***Eligibility Search***

In this step, the articles selected were tested if they could be retrieved and therefore qualify for the study. This is the most difficult step where there

are several articles submitted to the article validator, only a few will qualify.

### ***Inclusion***

These were the articles that qualified for this study. These were the results after subtracting the excluded articles. The disqualified articles would be subtracted from the qualified articles. The results were those articles included in this study or studies included in the review. This was more reliable because the third party had no bias in the selection of the articles. Besides, the researcher had no influence to choose which of the articles were to be included.

### ***Exclusion***

The excluded articles were the articles that did not qualify for this study for several reasons. These reasons included that the article was not a qualitative research. There were 31 studies excluded from this disqualification. 32 studies were disqualified due to higher subscription pay which studies have similar content to those already included. The inclusion of which would only duplicate the same information with those already included. There were also 18 of the selected studies which do not contain relevant information. These articles do not have enough information that can help this research. What should only be counted were only those that qualify the criteria in selection. Using the CASP Checklist, only fifteen (15) articles are left for the final qualification. One article was published beyond the time frame but because of its importance and relevance was included in this study.

These fifteen remaining articles were published in the different counties. These were selected based on the relevancy of the topic, importance of the content, and availability of the article. All the selected articles and validated qualifies the criteria of the abovementioned. These articles or “studies” as labeled in figure 1 are strictly scrutinized as the best among the articles available in the journals.

The steps in arriving at the final number of articles follows the numerous ways of selecting articles which has been practiced by several authors. One of these steps employed was the computer

applications used in qualitative researches. The introduction of MAXQDA and the use of CASP Checklist simplifies the selection of the articles under consideration as well as the classification of themes of the articles. Figure 1 summarizes the flow of the selection method. This explains well the reduction of the articles as it fades to the remaining best fifteen articles that stand as the subject of study.

### **Selection Criteria**

From the numerous published articles related to the study, it was delimited by the use of inclusion and exclusion criteria which was the basis of the reviewer on what those included studies. The selection was based on the following criteria: the program must be faculty development, and the papers must be published from 2017-2022.

These published articles were screened such that only those published articles were used in the meta-analysis. A careful selection of these articles was done by the experts in the field of specialization to delimit the number of articles that are all relevant to the research topic.

### ***Quality Assessment***

To validate whether the articles were relevant to the research topic, the abstracts of the published articles were submitted to the content validators who were faculty experts in the field of Education and Research Meta-synthesis. The chosen quality validators were professors teaching research or publishing an article about meta-synthesis. They have been in the university for a long period having research expertise. They were chosen by the panel to contribute published material in meta-synthesis. The three validators attended research training or published about meta-synthesis. The articles were chosen by the researcher based on the parameters of the title of the study. The submission of the articles to the first validator was initially screened. The three (3) validators finally screened the articles submitted by the first validator. There were twenty-two (22) articles accepted by the first validator but they were finally decreased to fifteen (15) articles. However, there are 12 studies in the faculty development that were about education and three studies were about medicine but the subject of the study is the faculty

programs. Although these are medical articles the content of the articles is about faculty faculty development. One article was published beyond the time frame but because of its importance and relevance was included and validated in this study.

The CASP Checklist contained three assessing sections found in Appendix B which is about the result of the study and whether it was valid or not. This was answered using a 3-scale evaluation in which the answer is either yes, no, or can't tell.. Analytic-synthetic work was supported by concept analysis in meta-synthesis research, and the Walker and Avant (2010) model was used. This process was followed and validated by the article auditors using the CASP guide. All the answers to the ten-item guide questions were positive which leads to the few selected articles subject of this study. As a result, a certification from the article validators who were faculty members and experts in the field of meta-synthesis was obtained (Appendix C).

Also, the theme of each article was screened by a team of theme validators. Their job is to see to it that the theme derived from the articles is correct. These theme validators were experts in the field of meta-synthesis. Thus, a certificate of compliance was attached with the suggestions. The suggestions were to include vignettes in each theme and changes in the themes. Both suggestions were already incorporated as changes in the paper. In general, the themes are consistent and valid as certified by the theme evaluators. The proof of this is in Appendix D.

### ***Data Extraction***

Data extraction in a systematic review occurred between identifying eligible studies and analyzing the data, whether it be a qualitative synthesis or a quantitative synthesis (Taylor et al. 2021). To easily access the related articles a specific computer program was utilized. MAXQDA is a computer software program that helps facilitate the extraction of data from the internet. It is a computer program that facilitates the extraction of the published articles. This was done by encoding in the program the keywords and the timeframe of the coverage of the research generates the possible articles that may be used. The extraction of these possible articles, maybe successful or not depending

on the nearest possibility of the title to the research inquiry (MAXQDA, 2023, November 6). These data were gathered from the internet using the keywords in the search engine of the computer program. The words that are used in searching related articles on the internet are the following: faculty development program, faculty development training, technology in education, incentives and promotion/support, mentoring and coaching, evaluation and feedback, teaching pedagogy, and faculty professional development program/training. Included here were the specific types of qualitative research to delimit the search. This technique will only list down the qualitative research and exclude other non-qualitative research.

The priority words that are closely related to the research study which is the faculty development program give enough published articles that can be used in the study. There are however few published articles that are closely related to the study using other related topics to search on the internet.

### **Data Gathering**

The summary of the published article was grouped according to its category whether it is a positive or negative statement of findings. If the finding is by the development of the faculty it is considered positive. If it is against, then it is considered a negative statement of findings. This is done using the computer program MAXQDA for qualitative research where the articles under systematic review were activated for easy tagging and classification. These articles are purely qualitative and chosen by the external reviewer after submitting several articles in separate periods. Using MAXQDA, which is a qualitative tool of a computer program that facilitates the coding and automatic selection of the coded text, important and relevant text was extracted from the activated document. This is a QDA Qualitative Data Analysis software used in qualitative data analysis and mixed methods research (MAXQDA, 2023, November 6).

Once the document was activated, the articles in PDF format could easily be edited for coding or labeling of the theme of the document itself. Important statements could easily be highlighted in different colors based on the theme or simply gather

the first important sentences and paragraphs from the article. The same steps were applied to all other articles. The important step was to activate the document to extract later those highlighted lines. After doing all the steps to all articles, the next step was to generate the summary. This would give the summary of the important lines coded or highlighted together with the author and the page number where the highlighted lines were located. The summary generated is the important lines or the lines where themes in each article were identified. The summary also was the basis to identify the main theme of these themes from all the articles based on the summary generated from the MAXQDA computer program.

The gathering of the data started with the identification of the articles as approved and selected by the reviewer. These articles were subjected to strict scrutiny that each must have a specific faculty development program. During the data gathering, each article was carefully read and analyzed. The faculty development program of each article is hand-picked. These were labeled as initial codes which is also the first-order theme from the first assessment of the articles. These faculty programs were then categorized according to themes. These were grouped according to the similarities with the other articles. These initial codes were also further categorized into another theme based on the grouping of the initial codes and again a theme that emerged from the grouping of the initial codes was finally categorized according to another theme also known as the third-order theme.

After gathering the data, what follows is the labeling of the theme of each group or category of the initial codes or first-order theme. The labeling of the themes was based on the commonality of the theme of the group which arose from the analysis and interpretation of the readings of the articles and the literal interpretation of the themes.

Meta-synthesis utilized research from mixed-method research. While meta-synthesis is like qualitative research, it does not preclude the researcher from using the data of mixed-method research; provided that the interpretation must be done in a qualitative method. To understand mixed methods it is a combination of qualitative and

quantitative methods (Salvador, 2016). However, this study only chose qualitative research, thus this is purely qualitative research in which the article's subject consideration is only qualitative research. To explain in detail, it is important to know the steps in the meta-synthesis. The research problems were formulated and clearly defined about the faculty development program. Parameters are set to delimit the research topic.

A systematic search was conducted. These studies were screened using the inclusion criteria and submitted to the checker/study validator for screening and selection.

This was done with the use of the Critical Appraisal Skills Program (CASP, 2018). The diagram, if the steps are followed, will eventually lead to quality articles included in the meta-synthesis. Extracting and presenting the formal data is where details of the findings or themes from the qualitative studies were determined. This can only be done after reading the article. Analyze data according to Major and Savin-baden's 3-phased (2010) Qualitative Research Synthesis (QRS) and analyze the book if qualified for the research. The first is the formulation of the question, study identification, selection of the studies, appraisal, finalization, and reflection of the procedure. Express synthesis is where the findings of the meta-synthesis (conclusions, interpretations, and recommendations) were presented.

### Data Analysis

There were 15 articles accepted from the articles submitted to the content validator. The accepted articles were all about the faculty development program in the year 2017-2022. These articles were analyzed to get the theme. These themes were then further analyzed in different orders. The result of this is now a general statement from those specific themes.

The articles were selected by the content validators who are experts in their fields of study as they also publish or attend seminars in meta-synthesis. These are qualitative researches that were needed in this study. The table below shows the author, title of the article, research question/focus,

and initial codes of the faculty development program in the year 2017-2022.

Three theme validators were commissioned to check the validity of the themes. These validators are professors of Cebu Normal University teaching or published research in meta-synthesis for several decades in the same university. The articles demonstrate the use of MAXQDA's Interactive Quote Matrix and show the process of using this feature to develop meta-inferences, (Guetterman & James, 2023). There are some practices in qualitative approaches to analysis. This includes affixing codes in between subgroups. Observe the sequences, to form patterns commonalities, and differences. A formulation of the generalizations is the last in this process (Lester et al. 2020).

## Chapter 4

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter contains the presentation, analysis, and interpretation of the data on the faculty development programs. This meta-synthesis study collects qualitative data from articles published in reputable journals. The tables are the 15 articles, Authors & Year of Publication, Title of the article, Country, Research Question/Focus, and the themes of the Faculty Development Program in the Article year 2017-2022.

**Table 1.** *Contribution of Faculty Development Programmes to Professional Identity Development of Medical Educators in Malaysia: A Phenomenological Study*

Authors & Year of Publication	Country of	Research Question/Focus	Themes
Mohd Zarawi Mat Nor, 2019,	Saudi Arabia	<ul style="list-style-type: none"> <li>Professional development Academicians</li> <li>Faculty programmes (FDP).</li> <li>How FDPs contribute to PID among junior medical educationists.</li> </ul>	<ul style="list-style-type: none"> <li>identity (PID)</li> <li>of Professional growth</li> <li>development</li> <li>Self-awareness</li> <li>Training</li> </ul>

Table 1 is the Contribution of faculty development programs to the professional identity development of medical educators in Malaysia: A phenomenological study whose themes focused on professional growth, self-awareness, training,

workshops, reflection, and professional identity development.

The article is about the development of faculty by improving themselves, and making them aware of their weaknesses. This can be achieved by

giving the faculty time to reflect. Relevant training and workshops for themselves to improve their

abilities in teaching are also important in their development.

**Table 2.** *Impact of Faculty Development Program on Self-Efficacy, Competency, and Attitude towards Medical Education in Bhutan: A Mixed-Methods Study*

Authors & Year Publication	Country of	Research Question/Focus	Themes
Tenzin et al; (2019)	Bhutan	<ul style="list-style-type: none"> <li>● Impact of FDPs</li> <li>● Efficient delivery of postgraduate medical curriculum</li> <li>● Responsibility for the clinicians</li> </ul>	<ul style="list-style-type: none"> <li>● Administrative support</li> <li>● Workplace-based teaching</li> <li>● Competency</li> <li>● Self-efficacy</li> <li>● Empowerment</li> <li>● Assessment and feedback</li> </ul>

Table 2 shows the Impact of the faculty development program on self-efficacy, competency, and attitude towards medical education in Bhutan: a mixed-methods study whose main idea is about administrative support, workplace-based teaching, competency, self-efficacy, empowerment, assessment, and feedback.

This article is about the impact of faculty development programs on the efficient delivery of postgraduate medical curricula and the responsibility of clinicians. It is found in this study that what develops faculty is the support of the administration in the teaching profession. The training of faculty improves their communication skills.

**Table 3.** *Shifting to Team-Based Faculty Development: A Programme Designed to Facilitate Change in Medical Education, Higher Education Research & Development*

Authors & Year of Publication	Country	Research Question/Focus	Themes
Laksov et al; (2022)	Stockholm, Sweden	Traditional faculty development programs  Effectiveness in transforming clinical education  Opportunity for teams of faculty	Peer engagement/teamwork  Self-awareness  Professional growth  Administrative support  Creative Teaching  Innovation or novelty

Table 3 is the Shifting to team-based faculty development: a program designed to facilitate change in medical education, Higher Education Research & Development whose main idea is about peer engagement/teamwork, self-awareness, professional growth, administrative support, creative teaching, innovation or novelty, and quality improvement.

The article searches the traditional faculty development programs, their effectiveness in transforming clinical education, and the opportunity for teams of faculty. The article revealed in its findings that to be an effective faculty peer engagement/teamwork and self-awareness, improve personal development. Administrative support is also visible in innovating teaching quality.

**Table 4.** *The Impact of a National Faculty Development Program Embedded Within an Academic Professional Organization*

Authors & Year Publication	Country of	Research Question/Focus	Themes
Baldwin et al. (2017)	Rochester, New York, USA	<ul style="list-style-type: none"> <li>● Effectiveness of institution-based faculty development programs</li> <li>● Faculty educators as scholars</li> </ul>	<ul style="list-style-type: none"> <li>● Professional organization</li> <li>● Educational Scholars Program (ESP)</li> <li>● Administrative support</li> <li>● Peer engagement/teamwork</li> </ul>

Table 4 shows the Impact of a National Faculty Development Program Embedded within an Academic Professional Organization. It is focused on professional organization, the Educational Scholars Program (ESP), administrative support, peer engagement/teamwork, and reflection.

This article searches the effectiveness of institution-based faculty development programs, faculty educators as scholars, and the evaluation of national programs. The results found that the educational scholars program together with the support of the administration is the answer to the faculty development program. The professional organization can create a social enterprise not only within the organization but also within the broader national community of educators and scholars. Peer engagement/teamwork and reflection are equally important to faculty development.

The impact of a national faculty development program, according to this article, requires administrative support in the academic professional organization. Faculty development can be achieved through the support of the administration in

addressing the needs of the faculty inside the classroom. In addition, the administrative support could be in any form even outside the classroom as long as it is for the betterment of the faculty.

Peer engagement/teamwork is also needed according to the article, *Impact of a National Faculty Development Program Embedded within an Academic Professional Organization*, which emphasizes the importance of teamwork of all the faculty members in order to achieve a common objective.

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### Summary of Findings

The final theme revealed Social Development, Personal Development, Professional Development, and Technological Development. Social development summarizes the following themes that help the faculty develop his social being.

In general, Faculty development focuses on the empowerment of the faculty members, and peer engagement/teamwork. Personal Development in general, personal development revolves around the concept of self-awareness, self-efficacy, and reflection which as a result refers to the quality improvement of Personal Identity Development. Professional Development as a theme develops the faculty through training, workplace-based teaching, assessment and feedback, creative teaching, and the Educational Scholars Program (ESP). Technological Development revolves around administrative support, learning of assessment strategies, Innovation, hybrid perspective, Educators on the internet, blended learning, and technical support. Professional Development is more on professional growth such as scholarship in the teaching/learning process and on how to sustain and evolve in the new environment. Educational development and career development equipping Educators by investing in high-quality professional development through workshops.

Based on the different levels of analysis when analyzing the data a second theme was developed. The analysis of the initial theme revealed a second-order theme of Teamwork, Group dynamics, Self-awareness, Reflection, Online Education, Pedagogy, Scholarship, Career Development, Adaptation, Support online, Administrative Collaboration, Innovation,

## Conclusion

The faculty in the higher education as frontliners in providing quality instruction need to be scaffolded for further development significantly in the areas of personal, professional, social and technological development. And to strengthen these areas the training for faculty development was created based on the faculty program later identified as weak areas of faculty members. Thus a training for the program on the needs to be developed. The search for the faculty development programs in higher education in the year 2017-2022, found final themes which are needed to develop faculty members and the trainings necessary to address the need for each theme. For Professional Development the faculty

needs to develop their teaching method. On the aspect of Social Development, there is a need to develop team work and group dynamics. The need for Technological Development, is the result of adaptation, support online, administrative collaboration, and innovation. Finally, development of faculty on the Personal Development is corrected by a training on the application of self-awareness and reflection method.

Out of the themes, there were recommendations suggested based on the findings of the study.

## Recommendations

It is suggested in this study based on the findings and conclusion, the following gaps were determined and therefore recommendations are as follows:

1. It is recommended, if budget warrants there may be more training and workshops on the use of technology needed in teaching. In this modern era where knowledge of technology determines intellectual capabilities, it is important that even faculty members should have know-how in these gadgets. Training of teachers, especially those who were born in times when technology is not yet as important as it is now, is the top priority of all the training as found out in this study.

2. It is recommended, if budget warrants, that there may be additional scholarships to develop the faculty members' capacity and ability to teach. Faculty members who will be in school as a student on a scholarship would develop not only the knowledge of the field currently enrolled but also the knowledge of technology that the student will use in presenting an output of school activity. In other words, the faculty who was offered a scholarship can acquire techniques used by the professors. In this manner, the faculty can imitate the technology used by the professor and use this technique or use of technology when the scholarship program ends.

3. It is recommended, if budget warrants, that there may be a program to enhance the practice of coaching each other, mentor-mentee relationships, peer observations, and individualized feedback. The

tasks and feedback drive the learning process; the collaborative processes; and the assessment of student understanding of content are themes that give information about the faculty based on the observation of the students. There should be a program that will facilitate the aforementioned recommendation.

4. A recommendation that faculty work as a team. Formation of teamwork in teaching is required. This of course cannot be disregarded by the fact that the teacher needs technology to deliver the modules and other materials in teaching. Thus, there is a need that this should be formed with one or two of each team who know the latest technology used in teaching. Not only in teaching that faculty members need this knowledge but also in the administration which compels them to submit needed documents in their respective offices.

5. It is recommended, if budget warrants, that there may be a program of feedback mechanisms for the students or among faculty members. One reason why the teacher is not on par with others is that the teacher does not know exactly what is lacking in teaching. This should be developed in order to bridge the blind spot that the teacher does know in delivering instruction to students. This way, the teacher will eventually know what is lacking, and the faculty for a long time is not aware of the areas to be developed. This however should be done in a corrective manner and not to vindicate. The latter should be done in a professional manner so as not to offend both parties.

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